

# LESSON 1

## The 4-1-1 on HIV and AIDS

### Student Learning Objectives:

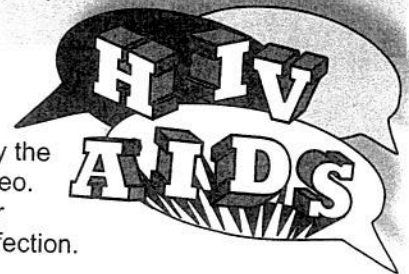
- Explain how HIV is and is not transmitted.
- Distinguish between facts and myths regarding HIV infection and AIDS.

### National Health Education Standards:

- Core Concepts
- Core Concepts

### Lesson Synopsis

Compose statements students have heard about HIV infection and AIDS and identify the statements as facts or myths. Learn the facts about HIV and AIDS by watching a video. Revisit statements regarding HIV infection and AIDS and categorize them as facts or myths. Summarize the facts they have learned, emphasizing ways to prevent HIV infection.



Activity	Time	Materials Needed
Introduction	8 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Slide Master: "Fact or Myth?"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Pens or pencils</li> <li>• Projector</li> <li>• Slide</li> </ul>
Input	20 minutes	<p>Health Education Resources</p> <p><u>Abstinence-Based Version:</u></p> <ul style="list-style-type: none"> <li>• Video [DVD or VHS]: <i>Understanding HIV and AIDS, abstinence-based</i> (18 minutes)</li> </ul> <p><u>Abstinence-Only Version:</u></p> <ul style="list-style-type: none"> <li>• Video [DVD or VHS]: <i>Understanding HIV and AIDS, abstinence-only</i> (17 minutes)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Appendix D: "HIV/STI and Sex Education in Michigan Public Schools"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• AV equipment</li> <li>• Index cards</li> </ul>
Application	15 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Appendix G: "Human Immunodeficiency Virus (HIV)" (Suggestion)</li> </ul> <p><u>Abstinence-Based Version:</u></p> <ul style="list-style-type: none"> <li>• Set of Slide Masters: "Know the Facts"</li> </ul> <p><u>Abstinence-Only Version:</u></p> <ul style="list-style-type: none"> <li>• Set of Slide Masters: "Know the Facts"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Projector</li> <li>• Slides</li> <li>• Writing paper</li> <li>• Pens or pencils</li> <li>• Chart paper, one piece per group</li> <li>• Markers</li> <li>• Tape or thumbtacks</li> </ul>

<b>Closure</b>	2 minutes	Teacher Manual Resources  <u>Abstinence-Based Version:</u> • Student Handout: "HIV Facts"  Supplied by the Teacher • Folders, one per student	<u>Abstinence-Only Version:</u> • Student Handout: "HIV Facts"
<b>TOTAL</b>	45 minutes		

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Ensure</b> legal requirements are met prior to implementing this module. For example, in Michigan, the following criteria must be met before implementing HIV and other STIs education: <ul style="list-style-type: none"> <li>– Teachers must be trained before instructing students about HIV/AIDS.</li> <li>– Parents must be given written notification about the content of the lesson, provided an opportunity to preview the materials in the lesson, and given the opportunity to observe the instruction and to excuse their child from the lesson.</li> <li>– Your local school board must hold two public hearings prior to adopting these lessons, and then formally approve them.</li> </ul> </li> <li>• <b>Determine</b> which version of the lesson has been approved by your Board of Education to be taught in your class, abstinence-based or abstinence-only. Abstinence-based means abstinence is emphasized as the healthiest choice for young people and risk reduction, such as condom use, is also taught. Abstinence-only means abstinence is taught exclusively as the healthiest choice for young people and risk reduction is not taught.</li> <li>• <b>Check to be sure</b> that the video you will show is the version approved for your district.</li> <li>• <b>Read</b> appendices D, "HIV/STI and Sex Education in Michigan Public Schools," and G, "Human Immunodeficiency Virus (HIV)."</li> <li>• <b>Acquire folders</b> for students to use for storing their handouts and worksheets throughout this unit.</li> </ul>
<b>For Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Decide</b> how you will divide your class into small groups of five or six students.</li> <li>• <b>Prepare a slide</b> of the slide master, "Fact or Myth?"</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>None</b></li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Prepare</b> a chart for each small group. Divide each piece of chart paper in half by drawing a line down the center. Write "facts" at the top of the left-hand side and "myths" on the right-hand side.</li> <li>• <b>Prepare slides</b> of the slide master set, "Know the Facts."</li> </ul>
<b>For Closure</b>	<ul style="list-style-type: none"> <li>• <b>Duplicate</b> the student worksheet, "HIV Facts," for each student.</li> </ul>



# LESSON 2

## HIV and Other STIs—Evaluating the Risks

### Student Learning Objectives:

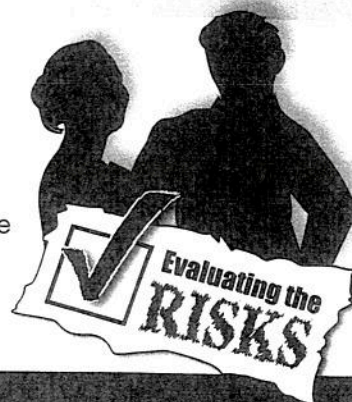
- Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
- Summarize the benefits of staying within behavioral limits and remaining abstinent.
- Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.
- Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.

### National Health Education Standards:

- Self Management
- Core Concepts
- Analyzing Influences
- Analyzing Influences

### Lesson Synopsis

Review HIV facts and prepare to learn about five additional sexually transmitted infections (STIs). Identify facts regarding sexually transmitted infections and educate peers about five prevalent STIs in addition to HIV infection and AIDS. Analyze risk behaviors for HIV and other STIs. Evaluate how alcohol and other drug use can increase the risk of getting STIs. Summarize behaviors that prevent infection with HIV and STIs and benefits of choosing those behaviors, including pregnancy prevention. Interview adult family members about their expectations related to sexual behavior as homework.



Activity	Time	Materials Needed
Introduction	3 minutes	<ul style="list-style-type: none"> <li>• None</li> </ul>
Input	23 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Appendix H: "Glossary of STI Terms"</li> <li>• Appendix I: "Human Papillomavirus (HPV) and HPV Vaccine"</li> <li>• Appendix J: "Hepatitis B and C Fact Sheets"</li> <li>• Appendix K: "Rubber Dams"</li> <li>• Appendix L: "Condoms and STDs: Fact Sheet for Public Health Personnel"</li> <li>• Slide Master: "STI Presentations"</li> <li>• Slide Master: "STIs and Youth"</li> <li>• Slide Master: "STI Information: Chlamydia"</li> <li>• Slide Master: "STI Information: Herpes"</li> <li>• Slide Master: "STI Information: Human Papillomavirus (HPV)"</li> <li>• Slide Master: "STI Information: Gonorrhea"</li> <li>• Slide Master: "STI Information: Syphilis"</li> <li>• Slide Master: "STI Summary"</li> <li>• Student Worksheet: "Vital STI Facts"</li> <li>• Teacher Key: "Vital STI Facts"</li> </ul>

<b>Input (continued)</b>		<p><u>Abstinence-Based Version:</u></p> <ul style="list-style-type: none"> <li>• Student Handout: "Chlamydia Fact Sheet"</li> <li>• Student Handout: "Herpes Fact Sheet"</li> <li>• Student Handout: "Human Papillomavirus Fact Sheet"</li> <li>• Student Handout: "Gonorrhea Fact Sheet"</li> <li>• Student Handout: "Syphilis Fact Sheet"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Highlighters</li> <li>• Pens or pencils</li> <li>• Slides</li> <li>• Projector</li> </ul>	<p><u>Abstinence-Only Version:</u></p> <ul style="list-style-type: none"> <li>• Student Handout: "Chlamydia Fact Sheet"</li> <li>• Student Handout: "Herpes Fact Sheet"</li> <li>• Student Handout: "Human Papillomavirus Fact Sheet"</li> <li>• Student Handout: "Gonorrhea Fact Sheet"</li> <li>• Student Handout: "Syphilis Fact Sheet"</li> </ul>
<b>Application</b>	17 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Slide Master: "What Makes It Risky for HIV"</li> <li>• Slide Master: "Is It Risky for HIV?"</li> <li>• Slide Master: "Is It Risky for HIV &amp; STIs?"</li> <li>• Slide Master: "Agree or Disagree?"</li> <li>• Student Worksheet: "Is It Risky?"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• Nonpermanent marker (if using transparencies)</li> <li>• Slides</li> <li>• Projector</li> </ul>	
<b>Closure</b>	2 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Family Worksheet: "What Do You Think?"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Student folders, from Lesson 1</li> </ul>	
<b>TOTAL</b>	45 minutes		



# LESSON 3

## Finding Help and Information

### Student Learning Objectives:

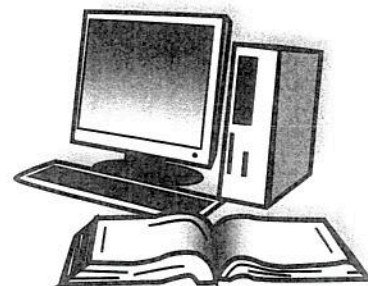
- Explain when it is important to get adult, medical, and/or counseling help.
- Locate sources of accurate information and assistance in one's community.
- Describe sources of accurate information and assistance in one's community.

### National Health Education Standards:

- Accessing Information
- Accessing Information
- Accessing Information

### Lesson Synopsis

Review the six STIs that are most likely to impact young people and identify behaviors that will protect from HIV infection and other STIs. Describe reasons it is important to avoid infection with HIV and other STIs. Categorize healthy physical conditions versus potential symptoms of infection with HIV and other STIs. Locate national, state and local sources of information and assistance that are available to young people. Describe how to tell whether or not sources are reliable. Summarize the importance of getting reliable information and assistance and talking with family members about HIV and STIs.



Activity	Time	Materials Needed
Introduction	8 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Getting Help If You Need It"</li> <li>• Teacher Key: "Getting Help If You Need It"</li> <li>• Teacher Reference–Assessment: "Assessment Rubric: Getting Help If You Need It"</li> <li>• Student Self-Assessment Rubric: "Getting Help If You Need It"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> </ul>
Input	15 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Master: "Healthy or Not?"</li> <li>• Slide Master: "Healthy or Not? Directions"</li> <li>• Slide Master: "Common Symptoms of HIV"</li> <li>• Slide Master: "Common Symptoms of Other STIs"</li> <li>• Slide Master: "Be a Skeptic–Think and Question"</li> <li>• Teacher Reference: "Discussion Notes for 'Be a Skeptic–Think and Question'"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Pens or pencils</li> <li>• Slides</li> <li>• Projector</li> </ul>

<b>Application</b>	20 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Finding Reliable Sources of Information or Assistance on the Internet" (Methods 1 &amp; 2)</li> <li>• Student Worksheet: "Finding Reliable Sources of Information or Assistance in the Phone Book" (Method 3)</li> <li>• Teacher Reference–Assessment: "Assessment Rubric: Finding Reliable Sources of Information or Assistance on the Internet" (Methods 1 &amp; 2)</li> <li>• Student Self-Assessment Rubric: "Finding Reliable Sources of Information or Assistance on the Internet" (Methods 1 &amp; 2)</li> <li>• Teacher Reference–Assessment: "Assessment Rubric: Finding Reliable Sources of Information or Assistance in the Phone Book" (Method 3)</li> <li>• Student Self-Assessment Rubric: "Finding Reliable Sources of Information or Assistance in the Phone Book" (Method 3)</li> <li>• Appendix M: "Michigan Web-Based Resources"</li> <li>• Appendix N: "National Resources"</li> <li>• Appendix O: "Consent for Care and Confidential Health Information"</li> <li>• Appendix P: "Overview of Laws Related to Minors in Michigan"</li> <li>• Appendix Q: "Requirements of Michigan Law: Resources and Information for Michigan Teachers Who Teach HIV Prevention or Sex Education"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Computers with Internet access (Methods 1 &amp; 2)</li> <li>• Phone books, for each small group (Method 3)</li> <li>• LCD projector (Method 2)</li> <li>• Pens or pencils</li> </ul>
<b>Closure</b>	2 minutes	<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Student folders, from Lesson 1</li> </ul>
<b>TOTAL</b>	45 minutes	

# LESSON 4

## Create a Plan to Stay Within the Boundaries

### Student Learning Objectives:

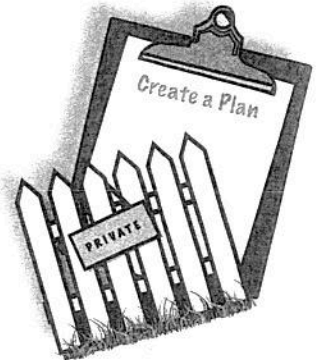
- Set personal boundaries and limits related to physical intimacy and sexual behavior.
- Create a plan to stay within behavioral limits which protect one from HIV and STIs.

### National Health Education Standards:

- Self Management
- Goal Setting

### Lesson Synopsis

Review reliable sources of information and assistance related to HIV and STIs. Discuss, in small groups, benefits of having boundaries or limits and the advantages of staying within the boundaries for safe, healthy behavior. Describe the steps in goal setting. Identify living free of infection with HIV and STIs as a long-term goal and staying within healthy behavioral boundaries as a short-term goal. Generate a list of ways to express affection without risking infection with HIV or other STIs and a list of behaviors that will help a person maintain healthy boundaries. Select behaviors that students are willing to personally adopt to stay within healthy boundaries. Summarize behaviors that help a person stay within healthy boundaries and offer protection from infection with HIV and STIs. Assign homework of completing goal-setting steps and discussing them with a parent or other adult.



Activity	Time	Materials Needed
<b>Introduction</b>	10 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Family Worksheet: "What Do You Think?" (from Lesson 2)</li> <li>• Slide Master: "Fences"</li> <li>• Slide Master: "Boundaries"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Student folders from Lesson 1</li> <li>• Writing paper</li> <li>• Pens or pencils</li> <li>• Slides</li> <li>• Projector</li> </ul>
<b>Input</b>	10 minutes	<p>Health Education Resources</p> <ul style="list-style-type: none"> <li>• Poster: "Setting Goals for Health," Educational Materials Center</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Set of Slide Masters: "Reasons to Plan How to Stay Within Boundaries"</li> <li>• Slide Master: "A Clear Goal Is SMART"</li> <li>• Slide Master: "My Long-Term Goal"</li> <li>• Slide Master: "My Short-Term Goal"</li> <li>• Set of Slide Masters: "My Tasks"</li> <li>• Slide Master: "My Progress"</li> <li>• Slide Master: "Did I Reach My Goal?"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Slides</li> <li>• Projector</li> </ul>



<b>Application</b>	20 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Appendix Q: "Requirements of Michigan Law: Resources and Information for Michigan Teachers Who Teach HIV Prevention or Sex Education"</li> <li>• Appendix R: "Laws Regarding Sexual Harassment"</li> <li>• Slide Master: "Behaviors Taylor Will Choose to Stay Within the Boundaries" (abstinence-based version)</li> <li>• Slide Master: "Behaviors Taylor Will Choose to Stay Within the Boundaries" (abstinence-only version)</li> <li>• Slide Master: "Behaviors Carla Will Choose to Stay Within the Boundaries" (abstinence-based version)</li> <li>• Slide Master: "Behaviors Carla Will Choose to Stay Within the Boundaries" (abstinence-only version)</li> <li>• Student Worksheet: "Setting My Goal, Building My Fence"</li> <li>• Student Handout: "A Method for Goal Setting"</li> <li>• Teacher Reference–Assessment: "Setting My Goal, Building My Fence"</li> <li>• Student Self-Assessment Rubric: "Setting My Goal, Building My Fence"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Index cards, two per student</li> <li>• Pens or pencils</li> <li>• Slides</li> <li>• Projector</li> </ul>
<b>Closure</b>	5 minutes	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Determine</b> which version of the lesson has been approved by your Board of Education to be taught in your class, abstinence-based or abstinence-only.</li> <li>• <b>Decide if you want to assess</b> student progress. A rubric is provided for your use at the end of this lesson, "Assessment Rubric: Setting My Goal, Building My Fence."</li> <li>• <b>Decide if you want students to assess</b> their own progress. <b>Duplicate</b> the rubric, "Setting My Goal, Building My Fence," for students if you plan to have them use it.</li> </ul>
<b>For Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Decide</b> how to have the students form small groups of four to six.</li> <li>• <b>Prepare slides</b> of the slide masters, "Fences" and "Boundaries."</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Prepare slides</b> of the slide masters, "Reasons to Plan How to Stay Within the Boundaries," "A Clear Goal Is SMART," "My Long-Term Goal," "My Short-Term Goal," "My Tasks," "My Progress," and "Did I Reach My Goal?"</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Read</b> appendices Q and R, "Requirements of Michigan Law: Resources and Information for Michigan Teachers Who Teach HIV Prevention or Sex Education" and "Laws Regarding Sexual Harassment."</li> <li>• <b>Prepare slides</b> of approved version of the slide masters, "Behaviors Taylor Will Choose to Stay Within the Boundaries," and "Behaviors Carla Will Choose to Stay Within the Boundaries," either the abstinence-based version or the abstinence-only version.</li> <li>• <b>Duplicate</b> the student worksheet, "Setting My Goal, Building My Fence," and the student handout, "A Method for Goal Setting," for each student.</li> </ul>



# LESSON 5

## Communicating Our Boundaries

### Student Learning Objectives:

- Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
- Demonstrate the ability to communicate one's behavioral limits or boundaries and to show respect for the limits or boundaries of others related to physical intimacy and sexual behavior.

### National Health Education Standards:

- Self Management
- Interpersonal Communication

### Lesson Synopsis

Connect this lesson on communicating plans for staying within safe behavioral boundaries with the previous lesson on setting goals for living free of HIV and other STIs and planning how to stay within the safe behavioral boundaries. Review and practice, in pairs, verbal and nonverbal communication skills for telling others personal boundaries for safe behavior. Summarize how and what to communicate when sharing boundaries with others. Assign homework of asking two trusted adults for communication ideas.



Activity	Time	Materials Needed
<b>Introduction</b>	2 minutes	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Input</b>	10 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Slide Master: "What to Communicate"</li> <li>Slide Master: "How to Communicate"</li> <li>Appendix S: "School Personnel Guide for Reporting Suspected Child Abuse and Neglect: You Are a Mandated Reporter"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Writing paper</li> <li>Pens or pencils</li> <li>Slides</li> <li>Projector</li> </ul>
<b>Application</b>	30 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Student Worksheet: "Communicating Boundaries"</li> <li>Teacher Key: "Communicating Boundaries"</li> <li>Slide Master: "Time to Communicate"</li> <li>Teacher Reference-Assessment: "Assessment Rubric: Communicating Boundaries"</li> <li>Student Self-Assessment Rubric: "Communicating Boundaries"</li> <li>Student Self-Assessment Checklist: "Communicating Boundaries"</li> <li>Peer Assessment Checklist: "Communicating Boundaries"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Slide</li> <li>Projector</li> <li>Pens or pencils</li> </ul>

<b>Closure</b>	3 minutes	Supplied by the Teacher • Student folders from Lesson 1
<b>TOTAL</b>	45 minutes	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Determine</b> which version of the lesson has been approved by your Board of Education to be taught in your class, abstinence-based or abstinence-only.</li> <li>• <b>Decide if you want to assess</b> student progress. A rubric is provided for your use at the end of this lesson, "Assessment Rubric: Communicating Boundaries."</li> <li>• <b>Decide if you want students to assess</b> their own progress. <b>Duplicate</b> the rubric, "Communicating Boundaries," for students if you plan to have them use it. There are also two checklists you can <b>duplicate</b> for students to use. One is a self-assessment checklist and the other is designed for peer assessment. They are both titled, "Communicating Boundaries."</li> <li>• <b>Read</b> appendix S, "School Personnel Guide for Reporting Suspected Child Abuse and Neglect: You Are a Mandated Reporter."</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Decide</b> how to have the students form pairs to practice skills.</li> <li>• <b>Prepare slides</b> of the slide masters, "What to Communicate" and "How to Communicate."</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Prepare a slide</b> of the slide master, "Time to Communicate."</li> <li>• <b>Duplicate</b> the student worksheet, "Communicating Boundaries," for each student.</li> </ul>

## LESSON PROCEDURE

**Introduction:** Connect this lesson on communicating plans for staying within safe behavioral boundaries with the previous lesson on setting goals for living free of HIV and other STIs and planning how to stay within the safe behavioral boundaries.

2 minutes

Instructional Steps	Script and Detailed Directions
Review the previous lesson on setting goals and making plans that avoid infection with HIV and other STIs.	<p><i>What steps might a person take in order to protect himself or herself from HIV and other STIs?</i></p> <p>Possible Answers:</p> <ul style="list-style-type: none"> <li>• Go out with a group of kids rather than going alone with someone you like.</li> <li>• Talk to each other about boundaries and what you will and won't do prior to going out.</li> <li>• Go to a girlfriend/boyfriend's house only when an adult is home to supervise.</li> <li>• Hold hands, but do not kiss a boyfriend or girlfriend.</li> <li>• Abstain from sex.</li> </ul>



# LESSON 6

## Identifying and Refusing Trouble Situations

### Student Learning Objectives:

- Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
- Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.
- Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

### National Health Education Standards:

- Self Management
- Self Management
- Interpersonal Communication

### Lesson Synopsis

Connect this lesson on identifying trouble and using refusal skills with the previous lesson by reviewing how to communicate personal boundaries. Describe the three steps for identifying trouble. Review effective refusal skills by asking students to recall previous learning and give examples of five refusal strategies. Identify potential risk situations. Practice identifying trouble and using refusal skills by writing responses to hypothetical situations. Practice verbal responses in pairs. Review the steps for identifying trouble and refusal skills. Illustrate how to use a combination of skills in a risk situation.



Activity	Time	Materials Needed
<b>Introduction</b>	3 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Slide Master: "What to Communicate" (from Lesson 5)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Slide</li> <li>Projector</li> </ul>
<b>Input</b>	15 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Teacher Reference: "Refusal Skills Review"</li> <li>Slide Master: "Identifying Trouble"</li> <li>Slide Master: "Effective Refusal Skills"</li> <li>Slide Master: "How to Communicate" (from Lesson 5)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Slides</li> <li>Projector</li> </ul>
<b>Application</b>	24 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Set of Slide Masters: "Potentially Risky Situations" (optional)</li> <li>Set of Slide Masters: "Come On Over: Part 1, Part 2, and Part 3"</li> <li>Set of Slide Masters: "Getting to Know You: Part 1, Part 2, and Part 3"</li> <li>Set of Slide Masters: "See You Tomorrow: Part 1, Part 2, and Part 3"</li> <li>Teacher Reference-Assessment: "Assessment Rubric: Come on Over!"</li> <li>Student Self-Assessment Rubric: "Come on Over!"</li> <li>Student Self-Assessment Checklist: "Getting to Know You or See You Tomorrow"</li> <li>Peer Assessment Checklist: "Getting to Know You or See You Tomorrow"</li> </ul>

<b>Application (continued)</b>		Supplied by the Teacher <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Writing paper</li> <li>• Pens or pencils</li> <li>• Slides</li> <li>• Projector</li> </ul>
<b>Closure</b>	8 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Student folders from Lesson 1</li> </ul>
<b>TOTAL</b>	<b>50 minutes</b>	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Decide if you want to assess</b> student progress. A rubric is provided for your use at the end of this lesson, "Assessment Rubric: Come on Over!"</li> <li>• <b>Decide if you want students to assess</b> their own progress. <b>Duplicate</b> the rubric, "Come on Over!" for students if you plan to have them use it. There are also two checklists you can <b>duplicate</b> for students to use. One is a self-assessment checklist and the other is designed for peer assessment. They are both titled, "Getting to Know You or See You Tomorrow."</li> </ul>
<b>For Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Prepare a slide</b> of the slide master, "What to Communicate," from Lesson 5.</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Prepare slides</b> of the slide masters, "Identifying Trouble," "Effective Refusal Skills," and "How to Communicate." "How to Communicate" can be found in Lesson 5.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Decide</b> how to have the students form pairs to practice skills.</li> <li>• <b>Prepare a chart</b> by writing "Potentially Risky Situations" as a title.</li> <li>• <b>Prepare slides</b> of the optional slide master set, "Potentially Risky Situations," if you plan to use them.</li> <li>• <b>Prepare slides</b> of the sets of slide masters, "Come On Over: Part 1, Part 2, and Part 3," "Getting to Know You: Part 1, Part 2, and Part 3," and "See You Tomorrow: Part 1, Part 2, and Part 3."</li> </ul>



# LESSON 7

## Avoiding and Escaping Risk Situations

### Student Learning Objectives:

- Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.
- Demonstrate skills to avoid and escape risky situations.
- Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

### National Health Education Standards:

- Self Management
- Self Management
- Interpersonal Communication

### Lesson Synopsis

Review skills learned in previous lessons including communicating personal boundaries, identifying trouble, and refusal skills. Identify reasons to avoid or escape risky sexual situations, including the legal consequences. Demonstrate skills to use to avoid and escape risky situations in a skit. Practice in pairs, small groups, and individually analyzing situations and using skills for avoiding and escaping risky sexual situations by editing and directing a series of scripts and skits. Summarize the lesson by reviewing skills that can be used to avoid or escape risky sexual situations.



Activity	Time	Materials Needed
Introduction	5 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Set of Slide Masters: "Potentially Risky Situations" (optional, from Lesson 6)</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Chart titled "Potentially Risky Situations" (from Lesson 6)</li> <li>• Slides (optional)</li> <li>• Projector (optional)</li> </ul>
Input	10 minutes	<p>Health Education Resources</p> <ul style="list-style-type: none"> <li>• Poster: "Now You Know"</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Slide Master: "Now You Know" (optional)</li> <li>• Appendix Q: "Requirements of Michigan Law: Resources and Information for Michigan Teachers Who Teach HIV Prevention or Sex Education"</li> <li>• Teacher Master: "Using Skills to Avoid a Risky Situation"</li> <li>• Teacher Master: "Using Skills to Escape a Risky Situation"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Slide (optional)</li> <li>• Projector (optional)</li> <li>• Hat (optional)</li> </ul>

<b>Application</b>	33 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Cut!"</li> <li>• Teacher Key: "Cut!"</li> <li>• Teacher Master: "Lifelong Friends"</li> <li>• Teacher Master: "Practice Scripts"</li> <li>• Teacher Reference–Assessment: "Assessment Rubric: CUT!"</li> <li>• Student Self-Assessment Rubric: "CUT!"</li> <li>• Student Self-Assessment Checklist: "Practice Scripts-Getting to Know You or See You Tomorrow"</li> <li>• Peer Assessment Checklist: "Practice Scripts–Getting to Know You or See You Tomorrow"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Pens or pencils</li> </ul>
<b>Closure</b>	2 minutes	<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Student folders from Lesson 1</li> </ul>
<b>TOTAL</b>	<b>50 minutes</b>	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Decide if you want to assess</b> student progress. A rubric is provided for your use at the end of this lesson, "Assessment Rubric: CUT!"</li> <li>• <b>Decide if you want students to assess</b> their own progress. <b>Duplicate</b> the rubric, "CUT!" for students if you plan to have them use it. There are also two checklists you can <b>duplicate</b> for students to use. One is a self-assessment checklist and the other is designed for peer assessment. They are both titled, "Practice Scripts-Getting to Know You or See You Tomorrow."</li> <li>• <b>Select and prepare</b> a student to read the part of David in the skit titled "Lifelong Friends." Coach the student in assertive verbal and nonverbal communication.</li> <li>• <b>Duplicate</b> the teacher master, "Lifelong Friends," for the student who will help you conduct a skit in the application section.</li> </ul>
<b>For Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Post</b> the chart titled "Potential Risky Situations" that was created by students in Lesson 6.</li> <li>• <b>Decide</b> whether or not to use the slide set, "Potentially Risky Situations," in addition to the chart with that title from Lesson 6.</li> <li>• <b>Prepare slides</b> of the optional slide master set, "Potentially Risky Situations," if you plan to use them.</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Read</b> appendix Q, "Requirements of Michigan Law: Resources and Information for Michigan Teachers Who Teach HIV Prevention or Sex Education."</li> <li>• <b>Prepare a slide</b> from the optional slide master, "Now You Know," if you plan to use it rather than the poster by the same name.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Decide</b> how to have the students form pairs and foursomes to practice skills.</li> <li>• <b>Duplicate</b> the student worksheet, "Cut!" for each student.</li> </ul>



# LESSON 8

## Someday, But Not Now

### Student Learning Objectives:

- Describe the potential negative consequences of having sexual intercourse and ways to reduce risks, including abstinence and condom use.
- Create a plan to reduce the risks of having sex in the future.

### National Health Education Standards:

- Core Concepts
- Goal Setting

### Note to Teachers:

- This lesson is on the correct use of condoms.
- The student learning objectives for this lesson are not a part of Michigan's Grade Level Content Expectations. They are added to accommodate schools wanting to address risk reduction.

### Lesson Synopsis

Review skills that can be used to avoid or escape risky situations. Introduce this lesson on reducing risks associated with having sexual intercourse. Identify and discuss potential positive and negative consequences of sexual intercourse and alternative ways to experience the positive consequences without sex. Identify and discuss ways to reduce the negative consequences. Review steps for goal setting related to avoiding STIs. Describe steps for correct condom use and why each is important. Identify tasks young people can accomplish to reach their goal of avoiding HIV and STIs in the future. Summarize the importance of being prepared for the future. Assign individual goal setting and discussion with parent or other adult as homework.



Activity	Time	Materials Needed
Introduction	10 minutes, plus a few minutes if the optional video is used	<p>Health Education Resources</p> <ul style="list-style-type: none"> <li>• Video: "Sex Has Consequences" PSAs, National Campaign to Prevent Teen and Unplanned Pregnancy (optional)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Slide Master: "Reality Check"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Pens or pencils</li> <li>• Slide</li> <li>• Projector</li> <li>• AV equipment (optional)</li> </ul>
Input	10 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Reference: "Things to Consider"</li> <li>• Teacher Reference: "Reducing the Risk With Correct Condom Use"</li> <li>• Slide Master: "Before Condom Use"</li> <li>• Slide Master: "Correct Condom Use"</li> <li>• Slide Master: "After Condom Use"</li> <li>• Slide Master: "Before Tooth Brushing"</li> <li>• Slide Master: "Correct Tooth Brushing"</li> </ul>

<b>Input (continued)</b>		<ul style="list-style-type: none"> <li>• Slide Master: "After Tooth Brushing"</li> <li>• Appendix K: "Rubber Dams"</li> <li>• Appendix L: "Condoms and STDs: Fact Sheet for Public Health Personnel"</li> <li>• Appendix P: "Overview of Laws Related to Minors in Michigan"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Pens or pencils</li> <li>• Chart paper</li> <li>• Markers, four or more colors</li> <li>• Tape or tacks</li> <li>• Slides</li> <li>• Projector</li> </ul>
<b>Application</b>	15 minutes	<p>Health Education Resources</p> <ul style="list-style-type: none"> <li>• Poster: "Setting Goals for Health," Educational Materials Center</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Slide Master: "Steps for Goal Setting"</li> <li>• Student Worksheet: "Condoms: Use Correctly and Consistently"</li> <li>• Teacher Key: "Condoms: Use Correctly and Consistently"</li> <li>• Student Handout: "A Method for Goal Setting" (from Lesson 4)</li> <li>• Student Worksheet: "Setting My Goal, Reducing My Risks"</li> <li>• Teacher Reference–Assessment: "Assessment Rubric: Setting My Goal, Reducing My Risks"</li> <li>• Student Self-Assessment Rubric: "Setting My Goal, Reducing My Risks"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Slide</li> <li>• Projector</li> <li>• Writing paper</li> <li>• Pens or pencils</li> </ul>
<b>Closure</b>	5 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: "Setting My Goal, Reducing My Risks"</li> <li>• Student Handout: "Keys for a Future Free of HIV and STIs: Abstinence and Condom Use"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Student folders from Lesson 1</li> </ul>
<b>TOTAL</b>	40 minutes, plus a few minutes if the optional video is used.	



# LESSON 9

## Sharing Our Expertise

### Student Learning Objective:

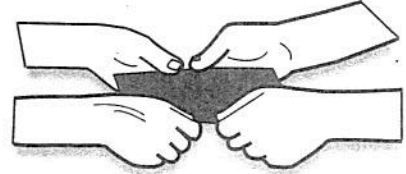
- Demonstrate the ability to be positive peer role models in the school and community.

### National Health Education Standard:

- Advocacy

### Lesson Synopsis

Connect this lesson on making plans to share information about HIV infection and other STIs with Lesson 7 on using skills to avoid or escape risky sexual situations (abstinence-only version) or Lesson 8 on the role of condom use in reducing risks of infection with HIV and STIs (abstinence-based version). Review all the information and skills learned throughout this module on HIV and STI prevention. Identify the elements of effective advocacy. Develop an advocacy project plan to communicate important messages to peers about avoiding infection with HIV and other STIs. Summarize advocacy messages for peers.



Activity	Time	Materials Needed
Introduction	3 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Worksheet: "Setting My Goal, Reducing My Risks" (assigned in Lesson 8, abstinence-based version only)</li> </ul>
Input	15 minutes	Health Education Resources <ul style="list-style-type: none"> <li>• Poster: "Advocating for Health," Educational Materials Center</li> </ul> Teacher Manual Resources <ul style="list-style-type: none"> <li>• Set of Slide Masters: "In Summary..."</li> <li>• Slide Master: "One More Thing" (abstinence-based version only)</li> <li>• Slide Master: "Advocating for Health"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Charts with facts and myths generated by students (from Lesson 1)</li> <li>• Student folders with worksheets and handouts from previous lessons</li> <li>• Chart paper</li> <li>• Markers</li> <li>• Tape or tacks</li> <li>• Slides</li> <li>• Projector</li> </ul>
Application	25 minutes	Health Education Resources <ul style="list-style-type: none"> <li>• Poster: "Advocating for Health," Educational Materials Center</li> </ul> Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Worksheet: "Helping Others Protect Themselves"</li> <li>• Student Handout: "Advocacy Project Possibilities"</li> <li>• Teacher Reference—Assessment: "Assessment Rubric: Helping Others Protect Themselves"</li> <li>• Student Self-Assessment Rubric: "Helping Others Protect Themselves"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Writing paper</li> <li>• Pens or pencils</li> </ul>



<b>Closure</b>	2 minutes	Supplied by the Teacher • Student folders from Lesson 1
<b>TOTAL</b>	45 minutes	

### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Determine</b> which version of the lesson has been approved by your Board of Education to be taught in your class, abstinence-based or abstinence-only.</li> <li>• <b>Decide if you want to assess</b> student progress. A rubric is provided for your use at the end of this lesson, "Assessment Rubric: Helping Others Protect Themselves." This rubric assesses the activity initiated in this lesson and completed in Lesson 10. It is provided at the end of this lesson so that you can tell your students how they will be assessed.</li> <li>• <b>Decide if you want students to assess</b> their own progress. <b>Duplicate</b> the rubric, "Helping Others Protect Themselves," for students if you plan to have them use it. This rubric assesses the activity initiated in this lesson and completed in Lesson 10. It is provided at the end of this lesson so that you can tell your students how they will be assessed.</li> <li>• <b>Decide</b> if students will select and complete an advocacy project or if you will select one for them.</li> <li>• <b>Decide</b> if you want to allow more time between Lessons 9 and 10 for students to complete their projects.</li> </ul>
<b>For Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Select</b> the introduction text that has been approved for your use, abstinence-based or abstinence-only.</li> </ul>
<b>For Input</b>	<ul style="list-style-type: none"> <li>• <b>Prepare</b> four charts with one of the following titles at the top of each, "Essential Information," "Healthy Boundaries," "People to Talk To," and "Avoid and Escape."</li> <li>• <b>Prepare</b> a chart with the following title at the top, "Risk Reduction." (abstinence-based version only)</li> <li>• <b>Prepare slides</b> of the slide masters, "In Summary..." and "Advocating for Health."</li> <li>• <b>Prepare a slide</b> of the slide master, "One More Thing." (abstinence-based version only)</li> <li>• <b>Post</b> the student-generated charts with facts and myths from Lesson 1.</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Decide</b> how you will divide your class into small groups of four to six students.</li> <li>• <b>Duplicate</b> the student worksheet, "Helping Others Protect Themselves," and student handout, "Advocacy Project Possibilities," for each small group.</li> </ul>

# LESSON 10

## Spreading the Word

### Student Learning Objective:

- Demonstrate the ability to be positive peer role models in the school and community.

### National Health Education Standard:

- Advocacy

### Lesson Synopsis

Connect this lesson on implementing advocacy projects about preventing infection with HIV and other STIs with the previous lesson on creating advocacy plans. Provide feedback to small groups on their advocacy project plans. Complete the advocacy plans for sharing information about preventing infection with HIV and other STIs. Implement their advocacy plans. Summarize how student decisions will determine their risks of becoming infected with HIV and other STIs and emphasize the power of their advocacy.



Activity	Time	Materials Needed
Introduction	3 minutes	<ul style="list-style-type: none"> <li>• None</li> </ul>
Input	2 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Teacher Reference–Assessment: “Assessment Rubric: Helping Others Protect Themselves” (from Lesson 9)</li> <li>• Student Self-Assessment Rubric: “Helping Others Protect Themselves” (from Lesson 9)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Feedback on the student worksheet, “Helping Others Protect Themselves” (from Lesson 9)</li> </ul>
Application	38 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Student folders with worksheets and handouts from previous lessons</li> <li>• Writing paper</li> <li>• Pens or pencils</li> <li>• Materials needed for the advocacy projects designed by the students</li> </ul>
Closure	2 minutes	Supplied by the Teacher <ul style="list-style-type: none"> <li>• Student folders from Lesson 1</li> </ul>
TOTAL	45 minutes	

## Preparation

### Prior to the Lesson

- **Determine** which version of the lesson has been approved by your Board of Education to be taught in your class, abstinence-based or abstinence-only.
- **Decide if you want to assess** student progress. A rubric is provided for your use at the end of Lesson 9, "Assessment Rubric: Helping Others Protect Themselves." This rubric assesses the activity initiated in Lesson 9 and completed in this lesson.
- **Decide if you want students to assess** their own progress. **Duplicate** the rubric, "Helping Others Protect Themselves," for students if you plan to have them use it. This rubric assesses the activity initiated in Lesson 9 and completed in this lesson. It is found at the end of Lesson 9.
- **Decide** how much time you will allocate for implementation of the advocacy project. Depending on the projects you and your students select, this lesson may take more than one day.
- **Review** and provide feedback on the completed student worksheets, "Helping Others Protect Themselves," from Lesson 9 prior to class and be prepared to redistribute them to the students.

## LESSON PROCEDURE

**Introduction:** Connect this lesson on implementing advocacy projects about preventing infection with HIV and other STIs with the previous lesson on creating advocacy plans.

3 minutes

Instructional Steps	Script and Detailed Directions
<p>Introduce the lesson by reviewing the important messages young people need about preventing infection with HIV and other STIs.</p>	<p><i>What are some important messages for young people to know about preventing infection with HIV or other STIs?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Refuse to have sexual intercourse.</li> <li>• Refuse to share needles.</li> <li>• Adopt an action plan to stay safe and healthy.</li> <li>• Communicate what you will and won't do to others.</li> <li>• Identify trouble before you are in the middle of a risky situation.</li> <li>• Know how to refuse risky situations.</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><u>Abstinence-Based Addition:</u></p> <p>Answer:</p> <ul style="list-style-type: none"> <li>• Use a latex or polyurethane condom consistently and correctly when having sex.</li> </ul> </div>
<p>Introduce this lesson on advocacy project implementation.</p>	<p><i>Today, you will work in your small groups to complete and implement your plan for sharing information about HIV infection and other STIs. You will put your advocacy messages out where your peers can hear them.</i></p>